

FY20 Title I Schoolwide Plan - Roosevelt Elementary (0341) Parent Family Engagement Plan Summary

Mission Statement

Enter your Parent and Family Engagement mission statement below. The mission statement should:

- Reflect the beliefs or values the school holds regarding the importance of family engagement;
- Explain the purpose of the parental involvement program;
- Be written in parent friendly language;
- Inspire stakeholders to be involved and supportive of the program; and

Mission Statement

Roosevelt Elementary's Parent & Family Engagement Mission is to involve families in shared decision-making by encouraging families to become active participants in their child's educational process by effectively communicating instructional goals, creating a welcoming environment that is warm and inviting, equipping parents with the necessary tools to assist children at home with school activities and linking families to community agencies for support as needed.

18-19 Parent Trainings

Using your parent training reflections, parent evaluations, and the Title I Family Engagement Survey results, evaluate how the parent and family trainings provided during the 2019-2020 school year built the capacity of families to help their children learn at home.

Parent Capacity Training 1

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were parents able to do as a result of the training? What was the impact on student achievement?
Literacy Night - provides parents/families the opportunity to learn how to provide literacy activities at home.	35	Advertisement, parent engagement activities, varied activities, parent seminar, and resources	Host two Literacy Nights rather than one annual	Parents were equipped with literacy resources to utilize at home. Question Stems, read aloud ideas and hands- on games were created/given so parents can practice at home in order to improve comprehension and fluency skills.

Parent Capacity Training 2

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were parents able to do as a result of the training? What was the impact on student achievement?
Report Card and Parent Conference Night to discuss student data and conference with parents about their child's progress.	16	Flexibility of teachers, student data dissemination, location, and time	Serve refreshments, give away books	Parents were trained to understand the standards based report card and learned their child's strengths and weaknesses to provide assistance at home to improve in all content areas.

Parent Capacity Training 3

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were parents able to do as a result of the training? What was the impact on student achievement?
FSA Parent Night - to train parents about the FSA Test for Writing, Reading & Math.	81	Presentation of test, Mock assessment,	Provide Grade 3 with a separate FSA night. Provide additional practice resources.	Parents were trained on the demands of the FSA for Writing, Reading & Math. Parents learned the testing dates, session times and practiced taking a MOCK Test.

18-19 Staff Trainings

Using your staff training evaluations and feedback to teachers on implementation of strategies taught in staff trainings, evaluate how the staff trainings provided during the 2019-2020 school year educated faculty and staff on the value of engaging families and on strategies designed to equip families to support learning at home.

Staff Training 1

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were teachers able to do as a result of the training? What was the impact on family engagement?
Strategies for the Closing the Achievement Gap: Understanding the Effects of Trauma on Student Learning.	29	Learning about Trauma, Relevance Trauma, the Strategies provided about trauma	Add videos to support content	Teachers received a thorough understanding of the obstacles a child in trauma may face. Teachers collectively discussed alterations that may be made to the foster a climate for students in trauma. This impactful to teachers as they were made aware of the types of trauma, sources of trauma and how to make trauma informed decisions to build better relationships with their students.

Staff Training 2

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were teachers able to do as a result of the training? What was the impact on family engagement?
How Close the Literacy Achievement Gap	27	Professional reading, instructional strategies, and research	Provide additional time for teachers to collaboratively discuss and plan strategies for closing the achievement gap at Roosevelt Elementary.	Teachers reflected on the research present on Closing the Literacy Gap. Based on the information, teachers began to discuss strategies for closing the achievement gap. Teachers will equip families by sending home some of the strategies as homework to improve literacy progress both at home and school.

Involvement of Stakeholders

Describe how the school will engage stakeholders in the planning, review and implementation of Title I programs. Include decisions regarding how funds for parent and family engagement will be used.

Brief Narrative

List the name and title for each group member responsible for the development of the Parent and Family Engagement Plan and School- Parent Compact.
Sharonda Alleyne, Principal Denesha Kitchen, Assistant Principal Chianti Cartwright, Single School Culture Coordinator Danielle Jarrett, Parent Jacqueline McKenney, Parent Roosevelt Deriford, Parent Eduardo Berduo, Parent Marion Hake, Teacher Shalonda Lester, Teacher Kristen Filardi, Teacher Amanda Mavarakis, Guidance Counselor Kanysha Smith, Teacher Nikita Young, Resource Teacher Linsey Leggett, SAI Teacher Christina Williams, Guidance Counselor
What are the procedures for selecting members of the group?
All parent were invited. Teachers selected a parent from their class. Administration and the Guidance Counselor personally called parents to invite them to the meeting.
How will input from stakeholders be documented?
It will be all documented through minutes and feedback form and surveys. Teachers - information will shared during FY '17 - 18 Faculty Meetings, on-campus PD and/or weekly communications to faculty/staff. Parents/Families - invitations to SAC/Open House; Parent Link Calls; flyers, written communications Community- invitation and minutes of the meeting
How will stakeholders be involved in developing the plan?
Stakeholders met collectively to analyze school data, as well as share their ideas and suggestions in an open forum. Notes and minutes were recorded and filed away. Stakeholders will continuously meet with the school principal at venues such as SAC, PTA, and other school events Stakeholders will be invited and encouraged to bring their input to any of the open forums. Minutes will be collected after any stakeholder meeting. In addition, stakeholders will be provided with training evaluations and surveys to further improve the School-wide Plan.
How will Title I parent and family engagement funds be used?
CLFs for translation services for Title I events Supplies - paper, folders, pencils/pens, ink, chart paper, book baggies, book bins, educational games Part-Time in system for teachers to present to parents

19-20 Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to effectively reach out to, communicate with, and work with families as equal partners in order to improve student achievement. Evidences include agendas, sign-ins, presentations or handouts, clear expectations for teachers, teacher feedback, administration's analysis of teacher feedback.

Staff Training 1

Name	Brief Description	Month of Training	Responsible Person(s)	What will teachers be able to do as a result of the training? What is the anticipated impact on family engagement?
From Data to Dialogue	Teachers will learn the importance of parents being visible on campus throughout volunteer opportunities.	October	AP SSCC Principal	Teachers will learn different ways to enlist parent volunteers & brainstorm opportunities for parent engagement in the classroom.

Staff Training 2

Name	Brief Description	Month of Training	Responsible Person(s)	What will teachers be able to do as a result of the training? What is the anticipated impact on family engagement?
Helping Parents understand the importance of homework	Teachers will learn the importance of providing parent friendly homework & ways to communicate to parents about the extension of learning at home.	Sept./Oct.	AP SSCC Principal	As a result, teachers will be able to simplify the quality and quantity of homework so that families can be successful. They will send home tips and/or videos to assist families with homework.

Annual Meeting

Families are invited to attend the Title I Annual Meeting to learn about the school's Title I programs and requirements. Describe the tasks the school will take to conduct an effective Annual Meeting. The meeting should be designed to inform parents about:

1. What it means to be a Title I School;
2. The school's Title I School-wide Plan;
3. Parent and Family Engagement (plan), including the School-Parent Compact;
4. Special Programs such as Migrant Education and McKinney Vento;
5. Parent's Right to Know; and
6. Other opportunities for parents.

Brief Narrative
What is the date and time of the Annual Meeting?
Wednesday, September 4, 2019 @ 4:30 pm in the Media Center.
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)
Flyers/Invitation Parent Link Call Outs PA System - morning and afternoon announcements
What resources do you plan to prepare for stakeholders?
Invitation, agenda, evaluation, Draft copies of the Parent Compact, Parent and Family Engagement Plan, Title I Annual Meeting Powerpoint
What materials/supplies are needed for the Annual Meeting?
Computer, handouts, Chart paper, markers, evaluations, pens, Powerpoint
How do you plan to reflect on the effectiveness of the Annual Meeting?
Use of evaluation to debrief with the Leadership Team to determine the strengths, weaknesses and next steps.

19-20 Parent Trainings

Describe the trainings you will offer families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that families can use to extend learning at home, support students in meeting challenging state standards, and monitor their child's academic progress. Evidences include the invitation, agenda, sign-in sheets, presentations, handouts, evidence of parent and family interaction, evaluations, and analysis of parent feedback.

*Be sure to indicate if refreshments will be purchased and list dollar amount. For example: Refreshments (\$175.00).

Parent and Family Training #1 (First Trimester/Semester)

Name	Brief Description of Training (Include the Hands-On Component of the Training)	What will parents be able to do as a result of this training? What is the anticipated impact on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials
Literacy Night	Parents and students will receive hands-on literacy-based training that focuses on an interactive read aloud and building comprehension skills.	Parents will receive interactive read aloud strategies and questions stems to increase comprehension skills.	November 2019	Principal AP Marion Hake SSCC	Books, Book Buddy Bags, Question Stems, Grade Level Books Refreshments - \$150.00

Parent and Family Training #2 (First Trimester/Semester)

Name	Brief Description of Training (Include the Hands-On Component of the Training)	What will parents be able to do as a result of this training? What is the anticipated impact on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials
Report Parent Conference Card Night	Parents will learn about markings/codes on the standards based report card. They will also learn specific information about their child's individual progress, learn about strengths/weaknesses and how to build a communication pipeline between home and school.	Parents will be able to fully/better understand the standards based report card and know their child's deficiencies/strengths. They will be able to reinforce & monitor school systems at home.	November 2019	Principal AP SSCC	file folders, paper, pens, hanging files, brown folders

Parent and Family Training #3 (First Trimester/Semester)

Name	Brief Description of Training (Include the Hands-On Component of the Training)	What will parents be able to do as a result of this training? What is the anticipated impact on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials
FSA Parent Night	Parents learn more about the FSA Test, test taking strategies and practice using our school-wide test taking strategies.	Parents will be able to monitor the use of the school wide test taking strategies at home and assist their child as needed from the modeling/practice session provided.	February 2020	Principal AP SSCC	Two-pockets folders with prongs, copy paper, highlighters, pens Refreshments - \$150.00

Coordination and Integration

Describe how your school collaborates with other federal programs, district departments, business community, library systems, and governmental and non-governmental organizations to provide integrated parent and family engagement opportunities by identifying the three (3) most relevant agencies/organizations that tremendously **support your school's parent and family engagement goal** (for example: Literacy Coalition, Multicultural Department, ESE Department, Migrant Education, Publix, Boynton Beach Fire Department).

Partnership 1

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Palm Beach Rotary Club	Provides dictionaries to 3rd grade students Gives monetary donations Provides families with gift baskets during the Holiday Season	Agreement Bookkeeping Documents of donation Emails Pictures of families receiving holiday baskets, bicycles Thank you notes	undefined

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Bridges	Attends School Advisory Council Meetings Meets monthly with Readiness Committee Communicate to the community and faith based agencies about school programs and readiness for school. Provides information to parents about summer scholarships, vouchers and parenting	Committee minutes w/sign in sheet SAC documentation Pictures	Monthly

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Publix	Supports families by providing school supplies - folders, crayons, colored pencils, glue, spiral notebooks, filler paper, scissors, etc - to schools to give to students. Through this partnership students and families are given the supplies needed to support school and home activities.	Social Media Post Pictures donation Emails	One-time

Communication

After reflecting on your 2019-2020 Title I Family Engagement Survey results, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information. Evidences include agendas, sign-in sheets, minutes, evaluations, school websites screenshots, newsletters, translated letters, marquee photos, emails, text print-outs, phone call-out transmissions/scripts, and social media snapshots.

Key Points of Communication	
Describe how school will provide families with timely information about the Title I programs. Consider Title I programs such as tutoring, mentoring.	How will the school document that the information was shared?
To provide families with information (in appropriate languages) about Title I Programs, the following methods will be used: Flyers/Invitations Robo Calls Texts CNA input meeting PFEP input meeting SAC meetings	Flyers/Permission Slips Sign -In Sheets Lesson Plans Pictures Call Outs
Describe how school will inform parents about the curriculum, forms of assessments used to measure student progress, and proficiency levels students are expected to meet.	How will the school document that the information was shared?
To inform parents about their child's progress, curriculum and assessments, the following events have been planned: Meet the Teacher/Open House FSA Parent Night Curriculum Night Literacy Night STEM Night SAC Meeting Report Conference Days Distribute data with report cards three times a year (in appropriate languages) CNA and PFEP input meetings	Flyers Call Outs Sign In Sheets Agendas Reports Handouts Evaluations
Describe how school will inform parents about opportunities to participate in decision making relating to the education of their children.	How will the school document that the information was shared?
To inform parents (in appropriate languages) about opportunities to participate in shared -decision opportunities, the following methods will be used: Flyers/Invitations Robo Calls Texts SAC and input meetings	Flyers Call Outs Sign In Sheets Handouts Agendas
Describe how the school will offer flexible time for meetings, training, activities, and events to remove barriers for attendance (i.e. childcare, transportation, home visits, etc).	How will the school document that the information was shared?
Trainings will be offered a various times - morning, before 5:00 pm & after 6:00 pm Support staff and/or CLFs will be made available for childcare, translations (in appropriate languages) and assistance during parent trainings.	Flyers Call Outs Sign In Sheets

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering your 2017-2018 Title I Family Engagement Survey results and information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities, and events. Evidences may include translated letters, agendas, sign-in sheets, flyers, child care rosters, transportation logs, CLF/sign language facilitator timesheets, and parent evaluations.

*Keep in mind, this section describes **support provided to families** so they may participate in family engagement activities.

Brief Narrative
Accommodations for parents and families with limited English proficiency
Flyers/invitations will be sent home in the primary language of English Language learners. Community Language Facilitators will also call parents to invite them to school functions. CLFs will also be available during registration, school events, SAC Meetings, parent conferences and etc, to translate in the parent's' primary language. Evidences: School-Parent Compact Sample academic reports in all languages Copies of flyers in another languages CLF Sign in sheet Pictures of ELL Families attending events Translated call outs/texts
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)
Parents of students with disabilities will be included in a call outs, flyers/invitations, etc. Reserved seating will be made available for parents with disabilities. Large print of programs and agendas will also be available. Upon knowing the request for a hearing accommodation, the district's ESE Dept will be contacted to assist. Evidences: Parking for Disabled Visitors/Guests (Picture) Ramp (Picture) Elevator Seating Chart Request for ESE Support Services
Accommodations for families engaged in migratory work
Migrant and families will be informed of meeting in their primary language via flyers and telephone reminders. Flexible meeting times, native language assistance and collaborative seating arrangements will be offered as accommodations. Evidences: Copies of Referrals to Migrant Department Home Visits Notes List of Services for Migrant Services Welcome Information about the School
Accommodations for families experiencing homelessness
Families experiencing homelessness, will be partnered with a McKinney-Vento Liaison. Families will be given alternate methods of providing input in lieu of being physically present at school events - mail, telephone, student backpacks, etc. Guidance Counselor will be responsible for keeping these families informed about any/all events. We will also contact the district's office responsible of providing required support to targeted families. Evidences: Copies of Form #2479 Guidance Counselor NOtes Emails to district about support services Copies of McKinney Vento Notes

Other Activities

List other activities that are planned to strengthen parent and family engagement at your school. You may list additional parent and family trainings here. If you plan to offer refreshments, please indicate that in the description field along with the dollar amount.

Activity 1

Name of Activity	Brief Description
STEM Night	Students and their parents engage in STEM Activities to build their interest in Science.

Activity 2

Name of Activity	Brief Description
Question & Answer Session with the Principal	Parents of students identified as the LW40% will be invited to have a Q&A Session with the Administrative Team to learn about their child's current performance levels, their role in improving student performance and simple activities to do at home.

Activity 3

Name of Activity	Brief Description
Doughnuts with Dad/Muffins with Mom	Parents will hear from guest speakers about their role in education, participate in activities similar to the classroom and build camaraderie with adult parents.